

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021



Commissioned by the
Department for Education

Created by



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) makes clear there will be a focus on ‘**whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school**’.

Under the [Quality of Education criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

Please visit [gov.uk](https://www.gov.uk) for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and sport premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to [publish details](#) of how they spend this funding, including any under-spend from 2019/2020, as well as on the impact it has on pupils’ PE and sport participation and attainment by the end of the summer term or by **31st July 2021** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2021. To see an example of how to complete the table please click [HERE](#).



Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> - Introduced the PE Passport app for planning, gathering evidence and recording each child's PESSPA journey through school - Recognition of our ongoing engagement in the School Games and for completing the School Games Framework for 2020/21 - Introduction of the wellbeing warriors - Re-introduction of extra-curricular activities when allowed by the school risk assessment - Introduction of new playground equipment to encourage active playgrounds - Adapted the curriculum by switching units to allow the delivery of effective PE whilst following safe COVID measures - Received medals from virtual competitions (Netball, Athletics) 	<ul style="list-style-type: none"> - Develop staff awareness of the differences between physical education, school sport and physical activity - Training for staff on the PE Passport app - Promote character development through PE lessons and links with PSHE and the new school vision and values (liaise with SLT) - Promoting the subject of PESSPA in school - Begin communication with Sport premium governor (H.Gregory) to draw on her expertise - Continue to develop welfare staff on playtime provision to promote active playgrounds - Continue to identify inactive children (especially post-pandemic) and offer extra-curricular activities - Develop assessment for PE alongside the whole school approach and the PE Passport app

Did you carry forward an underspend from 2019-20 academic year into the current academic year?

YES/NO * Delete as applicable

Total amount carried forward from 2019/2020 **£3060**
+ Total amount for this academic year 2020/2021 **£21350**
= Total to be spent by 31st July 2021 **£24410**

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can transfer to the pool when school swimming restarts.</p> <p>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study.</p>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2021.</p> <p>Please see note above.</p>	57.6%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above.</p>	18.5%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	48.9%
<p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?</p>	<p>Yes/No</p> <p>This year we have been unable to provide SEND sessions or extra sessions for those children who did not swim 25m in Year 5 due to the closure of the pool during the pandemic</p>

Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2020/21		Total fund allocated: £24410	Date Updated: 10/06/2021	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation:
				28.7%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To improve the playgrounds around school.	Work alongside SLT and listen to the pupil voice to develop areas so that they can be utilised both at play times and during lessons to promote children to be more active.	£5000	EYFS and KS1 playgrounds have been adapted, providing more space and activities that the children are able to interact with. LKS2 and UKS2 areas are still under development, although the shelter in the UKS2 yard has been removed which has provided more space that can be used at playtimes and during lessons.	Continue to liaise with SLT and listen to the pupil voice to develop these areas.
To promote active playgrounds around school.	Provide new equipment (per bubble) for children to use during morning break times and lunchtimes. Develop skills of welfare staff so they feel confident to deliver and lead activities in small groups.	£2000	Children's activity levels have increased and more children are participating in a variety of activities. By promoting FUNdamental skills in lessons lower down the school, children are improving and demonstrating these skills during playtimes.	Continue to provide new resources and equipment. Provide training for all staff to build confidence in delivering activities to small groups.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				32.8%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To continue to develop the PE curriculum (whole school target).	Attend CPD (Lancashire Physical Education Scheme of Work 2020 - Electronic version through an iPad APP. - via Zoom)	£650	This course introduced the app and explained how to use it. It has given us access to an up-to-date SOW; a facility to collect evidence stored in the cloud; and track participation of the children's journey through school.	This is a yearly subscription.
	Purchase iPads for each key stage to allow teaching staff to use the app effectively	£3000	This allowed us to monitor how physically active children were and target the less active children when extra-curricular clubs restarted in Summer 1. It has highlighted areas of improvement from previous years and helped maintain standards across the school in PE lessons. This will allow us to make sure we cover all the skills needed and fill gaps in children's learning.	The iPad have been invaluable to the delivery of PE, gathering evidence and promoting PESSPA across the whole school; however, one iPad per year group has been difficult logistically. Teachers and pupils would benefit from one iPad per class. These can then be passed up with the class so that it can record the child's PESSPA journey through school (as the evidence is stored on the iPad).
			It has allowed us to record school sport, both intra school and interschool competitions.	

	Complete staff audits and pupil questionnaires using the subject leader toolkit on the app.	£350	It helped identify areas for improvement within the curriculum and staff development and gathered a pupil voice to help promote PESSPA across the whole school.	This will need to be revisited next year due to the current pandemic.
To increase water confidence of children with SEND to equip them with life skills and in preparation for Year 6	Weekly swimming sessions	£4000	Improves water confidence and provides the children with an experience they may never have in a safe and controlled environment. Water safety is an essential life skill. It has had an impact on self-esteem, self-confidence and improved social skills. It has enabled children to develop positive relationships with their adult support which has transferred into the classroom.	Continue to provide each year.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				25.9%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding Allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:

Continue to increase confidence of all staff delivering PE, especially staff in KS2 and EYFS.	CPD for staff in small groups to show how to use the new app and begin to gather and collate video/photographic evidence. Subject leads and Sports co-ordinator to work alongside staff to help increase confidence.	£5810 (£5000 wage contribution)	Due to COVID restrictions and not mixing bubbles, we have been unable to meet and deliver this training. Due to the nature of the app it was impossible to deliver virtually over Teams. However, teachers have been shown the basic features of planning so they are able to deliver the sessions.	Deliver training in September on how to use more of the features of the PE Passport app.
Continue to develop the confidence of KS1 staff to carry out a FUNdamental baseline and end of KS1 assessment.	Continue to work alongside KS1 staff to develop understanding of Fundamental skills and complete baseline assessments in Year 1 (Autumn term) and final assessment in Year 2 (Summer term). Year 2 to deliver PE lessons simultaneously so that the PESSPA subject lead can demonstrate and train the other members of staff in that year group.	£500	Staff in Year 2 have worked alongside the PESSPA subject lead and as a result staff feel more confident and have acquired a greater knowledge of the FUNdamental skills. The impact therefore has provided consistent standards and effectiveness across Year 2. Due to COVID restrictions during the Autumn term, it was difficult to work closely across year group bubbles.	Focus on Year 1 next year following the success of simultaneous lessons in Year 2.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

Percentage of total allocation:

4.1%

Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:

<p>All children to be given the opportunity to participate in an extra-curricular.</p>	<p>Offer clubs at lunch times until we are allowed to run after school clubs.</p> <p>Highlight inactive children so that all children have an opportunity to participate in sport.</p> <p>Continue to promote active playgrounds.</p> <p>Research new sports and purchase resources to provide this provision.</p>	<p>£1000</p>	<p>Due to the pandemic it has been difficult to provide these experiences.</p> <p>In the summer term we restarted extra-curricular clubs. Across the school every year group offered a club and the participation levels were high. In fact the demand for places was more than we could accommodate.</p>	<p>Offer a wider range next year. Use external coaches to cope with extra demand.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				8.6%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Continue to work alongside the school sports partnership to provide opportunities for competitive sport (including virtual competitions)	Begin to collect evidence so that we can achieve the School Games Gold Mark award allowing us to apply for Platinum next year. Participate in virtual competitions run by the school sport partnership.	£1100	Every child has the opportunity to take part in competitive sport during their school journey.	Yearly subscription.
Provide intra school competitions in bubbles for each key stage.	Run a School Sports Day to promote active lifestyles and challenging themselves to beat personal bests. Asking class teachers to champion these activities within their bubbles.	£500	During the pandemic we set personal challenges provided by our SGO.	Restart intra school competitions between classes sand continue to promote personal challenges.

Celebrate and promote competitive sport making sure children understanding winning and losing linked to the school games values.	During lessons making sure children experience both success and failure and reassuring them that it is ok to lose but also to win graciously.	£500	Not been able to carry out lesson observations to determine whether this is happening; however, post pandemic it is essential that the social aspect of PESSPA is promoted throughout school.	Continue to encourage the inclusion of character development throughout lessons across the PE curriculum – and link with school vision and values.
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Signed off by	
Head Teacher:	Sandra Hall
Date:	14/07/21
Subject Leader:	Jack Walsh and Kaye Rawlinson
Date:	14/07/21
Governor:	Hannah Gregory
Date:	14/07/21